

# DEVELOPING EFFECTIVE SCHOOL LEADERS

through evidence based professional learning



# Utah State Board of Education- Moral Imperatives

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- **Equity**
- **Quality Learning**
- **System Values**



# Utah School Leaders Set the Conditions for Learning

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## 2016—2017 Utah Numbers

Schools	1,098
School and District Administrators	1,824



## Effective school leaders:

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- Shape a schoolwide **vision** of success for each student framed in principles of equity.
- Create a culture of **high expectations** for students and no excuses for adults.
- Become laser focused on **improving instruction**.
- Are intentional about **cultivating leadership** as a shared responsibility.
- Focus on **relationships of trust** as essential to a culture of learning.
- Seek and provide **feedback** as a cultural norm.
- Are constantly seeking ways to **grow professionally** in order to improve outcomes for students.



# Leadership Professional Learning Pockets of Promise

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- Principals and teachers analyzing data, planning, learning, and implementing together as teams, (i.e., Assess to Achieve, Digital Teaching and Learning)
- Cadres of principals engaged in professional learning that includes intensive instructional coaching, (i.e., GSD Crucial Conversations, Literacy Leadership Academies)
- Academies focused on specific content with observations and follow-up
- High quality mentoring of new and aspiring school leaders
- Digital communities through social media and other digital outlets





# Improving School Leadership:

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We know that providing time and space for teachers to engage in quality professional learning communities and that training with quality feedback and coaching can make all the difference in teacher effectiveness. Why then don't we systematically provide these same **professional learning opportunities for school leaders?**



## We KNOW what effective professional learning looks like...

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One of the main barriers to turning knowledge into action is the tendency to equate talking about something with actually doing something about it. In many organizations, there is an unspoken but powerful belief that once a decision is made to do something, no additional work is needed to make sure it is implemented!

*The Knowing Doing Gap*, Pfeffer & Sutton, 2000



Great schools do not exist without great school principals. Therefore, leadership matters. Effective teachers follow effective principals. They are attracted to successful schools and they tend to stay. If we want UT students to succeed, we must be intentional about preparing and supporting effective school leaders.

